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ABSTRACT

These two booklets are products of the Bell South Foundation's teacher internship program, which awarded 2-year grants to 8 school districts to immerse teachers in workplace experiences, enhance their understanding of workplace demands, and thereby improve their teaching. The first booklet focuses on the importance of placing equal emphasis on the actual onsite teacher experience and pre- and post-experience planning. It discusses factors in the success of teacher internship programs in the before, during, and after stages. Among the success factors discussed are the following: teacher teams; administrator commitment; employer commitment; design teams; learning by working; technology; transfer of teacher learning; and ongoing evaluation. In the second booklet, actual comments of more than 30 teacher interns who participated in the internship program are used to explain how the program is enabling business and teachers to change student learning. Among the topics covered in their comments are the following: closing the gap between school and work; creating valuable teacher internship experiences; and changing student learning by bringing skills to life in the classroom and changing the curriculum to capitalize on teacher interns' work experience. Concluding the booklet are profiles of the grantees and a list of teacher respondents. (MN)

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ED 434 229

A New Model for Business Investment in Educational Change: Shaping the "Before, During, and After" of Teacher Internships

Bridging Cultures: How Businesses and Teachers Are Changing Student Learning

BellSouth Foundation

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CE079 221

A New Model For Business Investment In Educational Change

Shaping The "Before, During And After" Of Teacher Internships

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An Interim Report on "Transforming Teaching and Learning: Education in the Workplace", a BellSouth Foundation Initiative

Grantees Participating in this Initiative:

Mobile County Public School System,
Mobile, Alabama

Duval County Schools,
Jacksonville, Florida

Fleming County Schools,
Flemingsburg, Kentucky

Jefferson Parish Schools,
Metairie/Harvey (New Orleans), Louisiana

Catawba County Schools,
Newton, North Carolina

Winston-Salem/Forsyth County Schools,
Winston-Salem, North Carolina

Greenville School District,
Greenville, South Carolina

Memphis City Schools,
Memphis, Tennessee

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A Strategic Decision

BellSouth Foundation and BellSouth Corporation are deeply committed to improving public education in the Southeast and in the nation. We believe that high quality public education is vital to the needs of our society, and that a well-educated and highly-skilled workforce is central to a thriving economy. Education and economics are inescapably linked as we work to create a world in which we all live well together.

Over the past ten years, the Foundation has funded a wide range of programs promoting high-quality teaching and learning at elementary, secondary and post-secondary levels as the linchpin of regional advancement. In parallel, the Corporation has supported BellSouth employees' volunteer involvement in local schools and education initiatives.

BellSouth has learned that successful improvement efforts require building a school system's capacity for high-quality performance. After careful analysis of our past commitments we made a strategic decision about our education investment. We believe that one of the most effective and productive investments we can make to build future capacity is to invest in teachers — especially when it comes to preparing students for the world of work. The more work-related skills students learn in today's classrooms, the better prepared they will be to assume positions in tomorrow's workforce.

Currently, the gap between what is taught in school and what is required at work is too great. Teachers are uniquely positioned to change what is taught in American classrooms and how it is taught. Teachers have the first opportunity to teach skills that will help students live productive lives. Therefore, teachers are as important to our corporate future as our own employees and customers.

But teachers can't teach what they haven't experienced and don't understand.

Finding Effective Strategies

To better understand the most effective ways for business to work with teachers, the Foundation took a new look at business-education efforts across the country. In 1996 BellSouth Foundation, asked the National Society for Experiential Education (NSEE) to survey the known "educator in the workplace" programs across the country. Our goal was to learn from practitioners enough about past successes and best practices to develop an RFP (Request for Proposals) for program models that would give teachers experience with workplace skills and support them in relating the workplace to the schoolhouse with relevant and interesting curriculum and instruction. Our intent was to focus teachers outward on the important world beyond school walls, knowing that they would play the role of transfer agents for education and return to be transformers of learning within their schools.

The investigation included more than 60 survey responses. We learned that for over fifty years, American businesses have welcomed individual academic and vocational educators into their workspaces for the summer, for periods ranging from one-day job shadowing to eight-week "industrial fellowships." We found that the body of knowledge surrounding these programs is typically casual and unstructured and that it has been difficult to show measurable impact for students. On the other hand, these popular programs have become an enduring feature of American school-business partnerships, make effective use of business resources, and are widely agreed to motivate teachers and help them update skills and understanding of current workplace practices.

We concluded that if models for best practices are improved, "educator in the workplace" programs have great potential for raising results to an even higher level, changing entire educational environments, curriculum and pedagogy.

Building Teachers' Capacity

For professional development to have real impact on student learning, teachers, employers and school system administrators must work together to change curriculum and instruction practices throughout entire school systems. BellSouth invests in and supports teachers' professional development in ways that combine an understanding of workplace skills needed for new employees and school systems' goals for raising student performance. BellSouth's investment in teachers emphasizes workplace relevance, school relevance, and long-term impact for students. The result we seek: teachers form a strong connection between the workplace and the school system through their professional development experiences.

In 1997, the BellSouth Foundation issued a Request for Proposals (RFP) as part of a new initiative to explore and strengthen teacher internship programs. The initiative awarded eight two-year grants to school districts in the Southeast committed to changing student programs and curricula to better prepare students to enter the workplace. As part of the initiative, teachers are required to participate in a workplace experience (preferably four weeks or more) and must develop new curriculum and teaching practices that incorporate the teachers' enhanced understanding of the workforce demands. The grants of this new initiative were awarded in May 1997.

The BellSouth investment focuses on changing what teachers actually teach and how they do it. An investment in a single teacher can have immediate and widespread impact on as many as 125 students a year. An investment in a group of teachers working together magnifies that return. Expanding the investment to include system administrators and employers spreads returns even farther — resulting in more beneficial curricula and instruction.

Early Learnings From Grant Awards

In our grantmaking, we chose proposals that demonstrated certain characteristics in the planning, implementation and follow-up stages of a workplace internship experience. As the programs have progressed, these characteristics evolved into nine success factors that provide for effective teacher workplace programs and sustain a supportive environment for change. Three of these factors can be applied overall; the remaining six come to bear before, during or after the actual on-site experience.

Success Factors

Teacher Teams - Grantees have told us that teams of teachers from the same school should participate in workplace internships at the same time. Teachers need a community of learning in order for changes in classroom practices to take hold. Therefore, the best way to organize educator-in-the-workplace programs is around teams of teachers from the same school. Together, teachers can develop a common vision of what is needed in new curriculum, and what the expected outcomes can be once the new curriculum is implemented. As a school-based team, they can work together with other teachers in their school and school system, creating a community of learning and sustaining the interest and involvement in curriculum and pedagogy reform. Without the team at the school level, the change effort quickly falters and is lost in the individuals' daily routines and demands.

Administrative Commitment - School administrators should view teacher internships as a significant vehicle for curriculum change and school reform, and reflect this view in the school system's strategic plan. Only the involvement of system leaders will make educator-in-the-workplace programs a comprehensive, system-changing force, instead of just an "add on." Teachers who take part in these programs will become leaders within their school and system, and leverage their learning to system-wide reform.

Employer Commitment - The community of employers involved in the internship program should understand that partnering with schools is the best solution to meeting workforce preparation demands. Schools should be seen and treated as the "preferred supplier" of knowledgeable and skilled employees. For example, in Mobile, Alabama, employers worked together to identify "career clusters," such as health care and construction, that were in greatest need of entry-level workers. These same employers enthusiastically supported the teacher internship experience around those fields.

Before, During And After: Equally Important Investments

In the past, many internship programs emphasized the importance of the actual on-site teacher experience and what was learned there, giving little attention to the pre- and post-experience planning and follow-through that made these programs year-round commitments. Our grantees told us time and time again that they found "before" and "after" to be equally as important as "during" to assure impact on students, classrooms, schools and systems. Although the design details of successful internship programs are as varied as the participants themselves, they share general characteristics before, during and after the workplace experience. "Before" means setting program goals, clarifying roles, designing, planning and organizing the internship program, and planning the curriculum transfer. "During" means managing the workplace experience in ways that support program goals. "After" means completing curriculum development, changing pedagogy, implementing and evaluating changes, and continuing interaction among teachers, and between teachers and business people.

"We thought we had planned a lot, but found when we got into the experience that there was much more we could have done. We wanted all participants to understand the processes we were using and the reform models we were working under. We began our program with three to four days of computer training for basic PC literacy and e-mail usage. Every teacher got his or her own laptop, and learned to use ISPI, a curriculum development software package. We hope to continue to use this software to create a seamless curriculum through all partners. Next time, we're also going to spend more time prepping employees about what to expect and why the teachers were there."

Dwain Beydler,
Group Manager of Planning, Smith & Nephew Orthopedics, a high-tech manufacturer that served as a business partner for Memphis City Schools, sponsoring 12 educators for a seven-week internship.

Before: Getting Off To A Solid Start

The most successful teacher internship programs begin months before teachers arrive at the worksite. School systems identify student needs and work with local businesses and chambers of commerce to decide which content areas (mathematics, language arts, physics, chemistry, graphic arts or others) are most important to include in program goals, and which skills are most important (communication, teaming, use of technology). Schools and businesses explore the opportunities in the community.

A set of questions is asked:

- Which employers could offer work experiences that will focus teachers on program goals?
- Which workplaces are organized so teachers can be part of the workplace for a short period and learn at the same time?
- Which employers have a commitment to work with the school system?
- What employer/teacher pairings will be most effective and offer the greatest potential to affect change in the curriculum and classroom?
- What are the most effective ways to train employees who will serve as mentors?
- And last of all, who will take responsibility for planning and organizing the program in advance, and shepherding it throughout the process?

Most programs have found that clear communication of goals and expectations to all parties is the key to a satisfactory and effective program. Everyone involved — from CEOs and superintendents to principals, teachers, workplace sponsors, mentors and all other employees at the workplace — need to know why teachers are in the workplace and what is expected from teachers and from the workplace. Needless to say, formal orientation and pre-discussion are vital, as is training for employees who will serve as mentors for teachers on the job.

Success Factors

Design Teams - Programs should be developed by teams of business people, teachers, curriculum administrators and school system leaders, working together to identify academic areas of focus, the best workplace opportunities, and targeted student outcomes.

Planning - Program design should emphasize careful planning, fully outlining different and specific roles and responsibilities for teachers, administrators, business people, and other team members. Plans should reinforce the school system's strategic plans for raising student achievement. The design should detail selection and placement criteria for teachers, length of internships, compensation and rewards, worksite expectations, school system expectations and a process for curriculum and pedagogy change. Likewise, planning should also include employer plans for preparing employees about the expectations and purposes of the educator-in-the-workplace experience. Employer plans should include at least one formal orientation and training for employees who will serve as mentors.

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During: Getting The Most Out Of The Experience

"One of our key success factors was to have contact early (within the first two days) between teachers and employers. During our site visits we asked, How is it going? Is your experience a positive one? Do you have a mentor or are you feeling isolated? We found a few problems in some placements and were able to fix them. Plus we helped prevent isolation and relegation to repetitive tasks. We were able to reiterate goals to everyone and position ourselves as an objective resource for teachers and employers. We also scheduled integrated discussions throughout the experience, where participants turned in their journals and discussed learning and applications in the classroom according to grade level. That way, our teachers were able to share their developing ideas."

Amy Eglestom,
Economic Development Manager, Greater Winston-Salem Chamber of Commerce, a partner with Winston-Salem/Forsyth County Schools, placing 30 teachers at 25 local companies.

Most, but not all, teacher internships take place during the summer. Most practitioners think that internships of four weeks or more are most effective for impact. During the internship, teachers and employers need to have time to interact as a team, learn together, work together and at least begin to discuss or develop new teaching methods and curriculum. In one of the programs BellSouth funds, up to 50% of internship time is devoted to teachers working with workplace mentors and/or other teachers to begin translating the workplace experience into curriculum and classrooms. As a result, many workplace experiences will not be full eight-hour days of "work" but also will have curriculum planning, and teacher networking time built in, or will have weeks set aside for this purpose. During the internship itself, the person responsible for the program will spend time helping teachers, employers and school administrators communicate. The importance of this role cannot be overestimated. In Winston-Salem, active involvement on the part of coordinators helped focus teachers on teaching styles and content.

Success Factors

Learning By Working - Observing the workplace is not enough; teachers must be encouraged to take risks in the quest for new knowledge. To be most effective, programs should put teachers in a position to learn by working and use the knowledge they acquire in "real world" settings. Teachers need broad exposure to the different sets of content knowledge and skills needed for success in a variety of jobs in one workplace setting. Teachers also must have adequate time for reflection and discussion to "process" what they've learned — a crucial step to transforming the workplace experience into new curriculum and instruction methods.

Technology - Programs should incorporate technology learning for teachers so that teachers and students will use technology as it is used in the workplace, as a tool for communication and doing work.

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After: Translating To Action And Impact

"We knew that curriculum integration would be key, but not easy. Teachers are consumed with their regular duties and need a lot of support, time and additional professional development experience. We hired curriculum consultants to work with us throughout the 1997 summer experience and will use them even more in the future to help plan the transfer of knowledge and ideas that will occur after our 1998 program. We're also going to get more help from a multi-parish school-to-work consortium that is hiring a full-time curriculum specialist."

Doak Wattigney
Program Manager, School-to-Work and Related Programs, Jefferson Parish Public Schools, which placed 24 teachers in 15-day internships, supplemented with four days of classroom dry season with curriculum integration specialists.

Teams are vital to sustaining and continuing the learning of their members, as well as to supporting the transfer from participating teacher teams to the rest of the school system. Once the workplace experience is ended, teacher teams become the primary catalyst for infusing workplace learning throughout the school system. Teacher teams and system leaders should all understand the need for a formal transfer process. For example, in Memphis, teachers who participated in the workplace experience are using a software program to transition workplace learning to classroom curriculum. In Jefferson Parish, Louisiana, curriculum integration workshops help more teachers learn. In Kentucky's Fleming County Schools, teacher teams returning from the workplace worked with others to review every grade level and academic discipline in the existing curriculum to incorporate their learnings and generate a new set of expectations for students. Once approved, the revised curriculum will be distributed to all teachers in both hard copy and disk form. Thorough follow-up strategies like these are more likely to result in system-wide curriculum revision and innovative implementation.

Success Factors

Transfer Of Teacher Learning - If teachers' workplace experiences are to have an impact on the rest of the school system, there must be an identified process for transferring learning from participating teachers to their colleagues and administrators. To foster the transfer of learning, school administrators must encourage the establishment of learning networks among teachers for peer support and advancement. Two effective strategies for increasing peer support are common planning periods and the use of electronic networks. The transfer process must be ongoing and dynamic, because one-time "show-and-tell" reports or booklets of lesson plans will not have lasting impact.

On-Going Evaluation - On-going evaluation and feedback help all participants know if their expectations are being met and encourage continuous improvement. The real evaluation measure, of course, will be student outcomes. BellSouth is currently supporting a collaborative evaluation design among its grantees. When completed, this evaluation should measure the performance of teachers, administrators, employers and employees in the educator-in-the-workplace experience, as well as the resulting changes in curriculum design, teaching practices and student learning.

BellSouth believes that when all of the "before," "during" and "after" elements work together in a program, there is greatly increased potential for forcing and sustaining incremental change. Without these elements, the teachers' professional development experience will not create sustained change. Roles and responsibilities for the "Before, During and After" periods are summarized in the table on the following page.

Teamwork Is Critical

Employers, school administrators, teachers and employees all have a role to play at each stage of an internship program. All four must work as a team throughout the before, during and after phases. If one player is absent, the result can be a disorganized work experience, an incomplete curriculum, or a new teaching style that will not truly meet student, school or workplace needs. However, what is asked of each participant must be realistic to avoid frustration or waning enthusiasm. Here is a sample of realistic roles:

Before

Employer

Works with other employers and school administrators to set program expectations for both teacher and student learning.

Makes sure that all employees know about program, goals and skills to be learned.

School Administrator

Works with employers and teachers to set program expectations for teacher learning and student impact.

Requires a curriculum framework that integrates school system and state objectives with employer expectations.

Helps teachers understand that they are assuming roles as catalysts for system-wide change when they participate in an internship program.

Teacher

Works with others to set goals and identify priorities and strategies for curriculum, school and system change.

Sets priorities for personal and professional development through the work experience, as an individual and as part of a team.

Employee

Understands program goals.

Organizes a project or work sequence for the teacher.

Introduces teacher to other employees and jobs.

Teaches about instruments, technologies, new applications, workplace habits and standards.

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During	After
Coaches all employees on program expectations for "educators in the workplace." Coaches educators on "teaming," the use of technology and workplace expectations for knowledge. Stays in contact with the employee acting as teacher's worksite mentor, other employers and school administrators.	Assesses the return on business investment in the teacher internship experience: • Reviews curriculum materials for incorporation of business skills. • Provides company assistance in training educators at all levels. • Gathers employee feedback to strengthen program continuation
Plans for curriculum development and learning networks among teacher participants during and after the internship program. Stays informed. Plans school year curriculum implementation. Plans school year interactions with businesses.	Organizes school system to support curriculum development and classroom implementation. Arranges and provides release time for teachers to work together on curriculum, implementation and dissemination. Makes sure principals are involved. Supports long-term interactions between schools and workplaces.
Works side by side with employees, taking part in "hands-on" work experiences and participating in the culture of the workplace. Works with other teachers and school personnel to identify changes in curriculum and pedagogy. Invites employee comments and ideas for curriculum content.	Works to translate standards, skills and knowledge into curriculum and instruction. Puts workplace learning into effect in schools and classrooms. Continues to network with other teachers and with business mentors. Works to sustain and promote change in classrooms and schools to enhance student learning.
Provides "hands-on" experiences for the educator throughout the work experience. Coaches about workplace culture. Promotes program to other employees.	Continues professional interaction with teachers throughout the school year. Helps with student projects, mentoring and curriculum review.

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BellSouth Foundation Grantee Activities

The BellSouth Foundation initiative, "Transforming Teaching and Learning: Educators in the Workplace" catalyzes action on eight break-the-mold school-business collaborations in which teams and groups of teachers spearhead curriculum and school change in their social system. We used our learnings from the NSEE survey to inform and guide our 1997 grantmaking and the $900,000 risk-capital investment in education we made through it. These grantee collaborations, all within the nine-state BellSouth region, exemplify different and innovative combinations of key characteristics, and tried and true "best practices." They will help the Foundation further explore what works well in teacher-in-the-workplace programs. In 2000, when evaluation of this cycle is complete, we expect to be able to make informed decisions and recommendations about institutionalizing workplace experiences for teachers as part of education reform, improving student outcomes at the elementary and secondary levels.

Grant awards were made to:

Mobile County Public School System, Mobile, Alabama. A core group of master teachers from two "school within a school" career program high schools are redesigning curriculum related to construction trades and health care in order to motivate at-risk students and prepare them for skilled trades. In 1997, teachers participated in three-week summer internships, with another week for curriculum planning. Summer 1998 is devoted to extensive curriculum re-development before widespread implementation.

Duval County Schools, Jacksonville, Florida. Grade-level teams of teachers took part in five-week summer internships at Barnett Bank, integrated with time for curriculum development. The goal is to use the work experiences to redesign a middle school around thematic curriculum units incorporating technology, business models and real-world applications. The curriculum focuses on the connections between economics, finance and academic subjects.

Fleming County Schools, Flemingsburg, Kentucky. Eight percent of the school district's teachers participated in two-week internships to have sufficient saturation for meaningful curriculum infusion. The project's school year components are exemplary in their combination of quarterly study groups, peer observations, professional development and sharing sessions to turn lessons learned into real changes in the system's curriculum and pedagogy.

Jefferson Parish Schools, Metairie/Harvey (New Orleans), Louisiana. For summer 1997 and 1998, thirty teachers from the school system's high school career academies take part in a three-week summer internship that combines work experiences with curriculum planning. Six days of school-year work are related to creating and implementing rigorous and relevant curriculum.

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Respondents To The 1996 NSEE Survey

Catawba County Schools, Newton, North Carolina. In response to workplace needs of the region's growing fiber optic and other high-tech industries, this unique, year-long sabbatical paired two high school teachers with Siecor, CommScope and Alcatel NA to develop expertise and create two new high school courses that use technology as an educational tool.

Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina. The purpose of this extensive teacher internship program is to expand the number and types of summer workplace experiences for teachers. The program is part of an overall Chamber of Commerce-School Board partnership to improve the school-to-work transition of students and to foster economic development.

Greenville School District, Greenville, South Carolina. Twenty-five teachers from all grade levels take part in this four-week internship each summer and continue extensive professional development activities during the school year. The intent is to implement a comprehensive district-wide plan for professional development and collaboration using face-to-face and technology networks, and to develop and broadly distribute a CD-ROM that will illustrate the ways in which each major academic discipline relates to Greenville workplaces.

Memphis City Schools, Memphis, Tennessee. An interdisciplinary team of teachers from Kingsport High School works with representatives of a local high-tech manufacturing industry and community college faculty to develop a new manufacturing-related curriculum within the umbrella of school district reform and school restructuring efforts. The six-week summer internship program is a carefully designed experience in which teachers rotate through many areas of a plant. Teachers then review national standards, workplace skill standards, job task analyses, and workers' skills as part of curriculum development and implementation. Teachers are sharing their knowledge with peers through a commercial software program.

A complete listing of these programs, with contact information, may be obtained from the National Society for Experiential Education (NSEE), a national membership association committed to the effective use of experience as an integral part of education. Through its work, NSEE supports internships, service-learning, school-to-work, cooperative education, field study, cross-cultural education, leadership development and active learning in the classroom. Contact Nancy Bailey, Resource Center Coordinator, NSEE, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229; phone (919) 787-2363.

Teachers in Industry, Chamber of Commerce, Tuscaloosa, AL

Summer Teacher Work Experience Program, Mohave Workforce Development Partnership, AZ

CRESC Teacher Internship Program, Crowley's Ridge Education Service Cooperative, AR

Educators in Industry, Bentonville HS, AR

Industry Initiatives for Science and Math Education, CA

Pueblo School to Career Partnership, Pueblo Community College, CO

Science and Engineering Apprenticeship Program, District of Columbia

Teacher Internship Program, Volusia Flagler School To Work Consortium, Daytona Beach, FL

Vocational Inservice and Business Exchange (VIBE), Brevard County Schools, FL

Georgia Internships for Teachers (GIFT), Georgia Institute of Technology, GA

School to Work, Calhoun City Schools, Calhoun, GA

Teachers in the Workplace, Coweta Heard Youth Apprenticeship, Coweta, GA

Region 2 Educator Internships, School to Work Programs, Ivy Tech State College, South Bend, IN

Workplace Internships for Educator Renewal, Columbus Area Career Connection, Columbus, IN

Summer Internships, School to Careers, Kansas State Department of Education, Topeka, KS

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School To Work, United School District #457, Garden City, KS

Local Labor Market Area #16, Mt.Vernon, KY

School-to-Work Teacher Fellowship, School-to-Work Labor Market #1, Paducah, KY

Louisiana Tech Prep - Educators in Business Camp, Louisiana Technical College, Lafayette, LA

Teachers in the Working World, Caddo Career Center, Shreveport, LA

Lockheed Martin Graduate Fellows Program, MD

Career Development and Technology, Grand Rapids Public Schools, Grand Rapids, MI

Educator in Industry, Montcalm Area Intermediate School District, Sidney, MI

Summer Institute Internship, West Ottawa Public Schools, Holland, MI

Sunrise School to Work Initiative, Alpena, MI

Teachers in the Working World, Meridian Community College, Meridian, MS

Cooperation BEST School to Career Program, Papillion-LaVista Schools, NE

School to Work, Sugar Valley Careers Coalition, Scottsbluff, NE

Summer Internship Program, Omaha Job Clearing House, Omaha, NE

Teachers in the Workplace, Northeast School to Work Partnership, Norfolk, NE

Teacher Sabbatical Program, Liberty Science Center, NJ

Nassau County School-To-Career Partnership, Nassau BCOES, Nassau, NY

PreCollege Science Education Outreach, Rockefeller University, NY

Quality Education Program, UAW-GM Center for Human Resources, Region 9, Cheektowaga, NY

Summer Teacher Intern Program, Rochester Area Career Education Collaborative, Rochester, NY

Cleveland County JobReady Partnership, Cleveland County Schools, N. C.

CMS-Employment Management Association Summer Business Institute, Charlotte-Mecklenburg Schools, Charlotte, NC

JobReady Partnership, Newton Conover City Schools, Newton, NC

JobReady Workforce Preparedness Teacher Internship, New Hanover County Schools, Wilmington, NC

One Week Industry Internships for Teachers, Catawba County Schools, Newton, NC

Summer Teacher Internship, Durham Workforce Partnership, Durham, NC

Triangle Workforce Information Group, School of Education, UNC, Chapel Hill, NC

Nash-Rocky Mount Schools, Nashville, NC

Integrating Workforce Skills in the Curriculum, Bismarck Public Schools, Bismarck, ND

BP Scientists in the Classroom, BP Oil/BP Chemicals, Lima, Ohio

Teachers in the Workplace, Upper Arlington Schools, Upper Arlington, OH

Education Excellence Program, Oregon Business Education Compact, Hillsboro, OR

Tillamook Education Consortium, Tillamook, OR

Greene County School to Work Partnership, Greene County Vo-Tech School, Waynesburg, PA

Teacher in the Workplace, N. Tier Industry and Education Consortium, Mehopanny, PA

Teacher in the Workplace, Central Midlands Tech Prep Consortium, Swansea, SC

The Texas Teacher Internship Program, The Texas Alliance for Science, Technology & Mathematics, Texas A&M, College Station, TX

Educators in the Workplace, Green Run HS, Virginia Beach, VA

High Schools that Work, Salem High School, Salem, VA

School to Work Program, Issaquah High School, Issaquah, WA

Teacher at Sea, National Oceanic and Atmospheric Administration, Seattle, WA

Educators in the Workplace, Green Bay Area Chamber of Commerce, Green Bay, WI

Southern Walworth County Business/Education Partnership Internship Program, Elkhorn, WI

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BELLSOUTH

Bridging Cultures

How Businesses and Teachers Are Changing Student Learning

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The BellSouth Foundation congratulates all of the teachers who participated in this internship program. They are pioneers for their entire profession. The Foundation also salutes the school districts that are now institutionalizing the internship experience as a recommended staff development opportunity. These districts will keep the dialog between workplace and school alive and dynamic, by continually updating the classroom experience with meaningful, first-hand lessons from the world that students will eventually enter.

"I am a true believer; teachers in the workplace produce better employees for the workplace."

Virginia Pilcher, East High School, Memphis, TN

We couldn't have said it better ourselves. BellSouth believes that teachers are the vital link between what our students learn in school and what is required in the "real world" after graduation.

We depend on classroom teachers to help our students develop the skills they will need to become life-long learners and successful workers in business, government, industry, the professions, and the social sector. Yet, more than 80 percent of classroom teachers have never worked outside a school building. Just as we prefer foreign language teachers to be fluent and experienced in the languages they teach, shouldn't we also give teachers the opportunity to experience the workplace requirements and career choices their students will eventually face?

The BellSouth Foundation began to explore teacher internships in 1997 through a special grantmaking program. The initiative awarded two-year grants to eight school districts to immerse teachers in workplace experiences in order to develop new curricula and teaching practices based on the teachers' enhanced understanding of workforce demands.

In 1998 the Foundation released the interim report, "A New Model For Business Investment In Educational Change: Shaping The 'Before, During And After' Of Teacher Internships," containing lessons learned mid-way through the grant program. Since the publication of that report, the BellSouth Foundation has continued to track the outcomes of teacher internships and the impact they have had on teachers, students, classrooms, and curricula.

This report offers highlights gathered from more than 30 teacher interns who offered commentary and insights gained from their experiences. On these pages, we share the lessons learned through the experience of teachers — in their own words — that show the impact internships have had on classroom teaching and student learning. The result? Students who are ready and eager to manage their own learning and embark on productive, fulfilling careers and/or post-secondary study.

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Closing The Gap

Over the years, academia and industry have developed into separate institutions with different organizational structures. As a consequence, there is a considerable gap in understanding of cultures, practices, and strengths between business and education. For example, although technology and team approaches to learning are just now coming into use in the K-12 environment, they have been common practice in business for decades.

How can we expect students who are prepared in one culture (education) to readily thrive in the other (business)?

Teacher internships are a way to bridge the gap between education and business. They are an opportunity for teachers of all grade levels and disciplines, and for employers, to begin and maintain a dialog about what each envisions for successful graduates, what resources each possesses, and what each needs from the other.

"I know the magic of the term 'business and industry partnerships'. Educators glow at the very thought of huge corporate donations while CEOs wonder how many T-shirts they should order. Our experience at Smith + Nephew Orthopaedics did not give us either. What it gave us was six weeks of nine-hour days in research and development labs, sales meetings, production areas, training classes and conference rooms. We learned to value the differences in our disciplines, to cross over those curricular boundary lines and to move teaching and learning from the school site to the work site and back again."

Virginia Pilcher, East High School, Memphis, TN

"The internship program has created a kinship between educators and the business community. The value of such a connection can be endless for all concerned."

Linda Weaver, Area Sales Manager,
PNC Mortgage Corp.,
Greenville, SC (an employer participant)

"My summer internship experience showed me that the integration of the ideas of the business sector and the goals of the educational sector are not in competition, but must be coordinated to meet the demands needed to supply a more educated and qualified workforce."

Jane R. Verrett, L.W. Higgins Senior High School,
Waggaman, LA

"The traditional curriculum model fragments subjects into single areas of study, such as math, science, history or English. In contrast, [I learned that] employees in the world of work are required to integrate many different skills in order to be problem-solvers, team players and flexible workers."

Susan N. Carter-Hope, Kernersville Middle School,
Kernersville, NC

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Bringing Career Mobility Differences to Light

Career mobility for teaching is very different from most other careers. Countless teachers enter the workforce "a teacher," wanting to keep that same title and job description throughout their entire careers. This career model for academia is not typical of the general workforce, where upward mobility or lateral job changes are expected.

Internships orient teachers to the concept of progression in the world of employment. They learn what it takes to enter the world of work and what it takes to move to higher-level jobs. As a result, teachers can help students learn that developing even the most basic skills can make a difference in career mobility.

The best internship experiences combine the reality of the day-to-day workplace with the opportunities for career advancement. Teachers discover the processes and journeys that will build students' careers. As a result, they can help students value the importance of life-long learning as part of any successful career.

"I try to encourage my students to show initiative and make the best of even the smallest assignment. Lessons in communication and following directions are passed on to my students, too."

William Koerick, Northwestern Middle School, Jacksonville, FL

"The internship revealed a larger work world than found in education. Since so many teachers have work experience only in education, this opened eyes. The internships provided valuable career insights and resources to draw upon."

Donna W. Driskill, East Jefferson High School, Jefferson Parish, LA

"Prior to my internship, I did not truly comprehend the connection of instructional methods to the worker's success in the workplace. I have become more aware of how I can provide my students with opportunities to become active, dependable, life-long learners with bright futures awaiting them."

Joyce G. Burnette, Southwest Elementary, Clemmons, NC

Overcoming Isolation

Teaching can be an isolating profession. Because teachers often are separated from the "other workplace," they frequently have a limited understanding of the skills students will need to hold successful careers. This is especially obvious in the area of technology. While computers, multimedia, interactive conferencing and wireless communication are beginning to touch classroom learning environments, the teacher interns found these technologies to be basic to the way work is performed in business.

Most teachers who participated in internships reported a significant boost in confidence levels, especially where employers made an effort to provide encouragement and training. Through their internships, they not only gained a better understanding of the analytical and practical skills their students will need, but also developed an understanding of the value of "soft" workplace skills, such as working in a project team environment or active listening.

"For many teachers, computers are sadly more of a diversion or evil necessity than a tool. Some have had technology forced upon them with scarce preparation, and have managed by creating special centers where students go to play educational games. Clearly, this does not parallel the use of computers in the workplace."

Robert J. Vorbroker, Vienna Elementary, Pfafftown, NC

"I found myself shying away from the influx of new software and technologies. I found a strange contentment with things I already knew how to use. But my experience with PNC Mortgage taught me, first, how easy it was to transfer what technology skills I did have to the real world; and second, that most software (even that which is designed for the business world) really is user-friendly."

Thelma Tinsley Gossett, Crestview Elementary, Greer, SC

"What have I learned as a result of my experience in the 'other workplace?' Educators must be less teacher-directed; they must teach students how to be more self-directed. Open-ended discussions, data-collecting, role-playing, real-life problem solving, writing, speaking and listening activities, and technology competence can help us reach our goal of preparing students for the world of work. I can now say that I truly have first-hand knowledge of workforce expectations."

Susan N. Carter-Hope, Kernersville Middle School, Kernersville, NC

"Lack of respect for the teaching profession had become discouraging. This extraordinary partnership between local businesses and our schools turned my attitude around . . . I felt appreciated, but, more importantly, my employers found me capable. We learned to respect each other."

Judy Whaley, Fleming County High School, Flemingsburg, KY

Capitalizing on Local Needs and Opportunities

Bridging the gap with internships allows both educators and employers to recognize workforce needs and opportunities at a truly local level. As teachers and students learn more about local workforce opportunities, students are encouraged to think more deliberately about preparing for success in the local labor market, thus strengthening the local community.

One of the most important misconceptions disproved by this grant program was the assumption that teacher internships must take place in larger companies to have an impact. In fact, some of the most successful internships were those hosted by smaller, more local employers. Teachers worked in independent retail establishments, wholesale greenhouses, museums, and small professional offices of doctors and architecture firms. Some teachers experienced a series of rotating assignments that exposed them to "all aspects of an industry" at multiple small-employer locations. In these experiences, the importance of connecting local education with local opportunities became crystal clear to teachers.

"The internship is the best way to give teachers a firm understanding of what [local] businesses must do to remain competitive. Teachers then become a crucial resource to pass this understanding on to their students."

Stephen M. Shaw, Alcatel, Claremont, NC

"Businesses are on the look-out for future employees who are not only bright, but for those who can work well with others, do well with different forms of communication and directions, and show initiative. Throughout this year and the past, we have increased our students' awareness of what the business community expects. When the time comes for job recruitment, our students will have the advantage."

William Koerick, Northwestern Middle School, Jacksonville, FL

"I realized the need to build and maintain a strong relationship with the business community, precisely the community where my students live. Based on contacts established during my internship, I began working more closely with the business community. I wanted my students to become aware of the work opportunities in their community and the educational options available to them."

Dale Cunningham, Bryant Career Technical Center, Irvington, AL

The Challenge: Creating A Valuable Experience

Employers play a key part in integrating the lessons learned from the internship experience into school curriculum and classrooms. Employers must come to the table to plan the internship experience and to determine what will constitute successful outcomes. Employers should:

- take responsibility for constructing on-site internship experiences that expose teachers to a meaningful work experience,
- allow time for teachers to assimilate their learning into classroom and curriculum changes, and
- be part of the post-work experience, by helping to ensure that what teachers learned in the workplace can be applied in the classroom and by serving as ongoing resources for lasting change.

During the second year of the BellSouth grant program, more in-depth discoveries came in each of the "before, during and after" stages of the internship experiences.

Defining Opportunities

The best teacher internships are more than "a mile wide and an inch deep." The most successful internship employers are those who create on-site experiences that immerse teachers in the full spectrum of career opportunities offered — from entry level to management — and the skills needed to move from one to the other.

Many teachers expressed their appreciation for employer training, both informal and formal. Several employers successfully shared their formal training programs, employment processes and tests with teachers. When teachers undergo the same battery of interviews, tests or training that is expected of every worker, they understand the process and are better able to prepare students for what lies ahead.

"I made an effort to talk to as many people as I could during the internship, ranging from security personnel to mid-level management. By doing this, I found out quite a bit about what is required to do the various jobs within modern companies."

Ed Wagner, Northwestern Middle School, Jacksonville, FL

"My employers provided me with an overview of the company, access to background and operational materials, hands-on experiences in two departments, and speakers and materials for my classroom. I gained more than I dreamed possible due to the wonderful, supportive supervisors and co-workers."

Deborah L. Tate, Southside High School, Greenville, SC

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Experiencing the Workplace

Employers must help teachers understand the variety of options available for careers at ALL levels, from entry level to senior level — and clearly explain the similarities and differences in skills needed for each. By far, the best reviews for the teacher internship program came from the truly "hands on" experiences, where teachers had the chance to internalize specific job skills, gain a solid understanding of the technologies involved in performing jobs, and acquire a clear picture of the progressive job development available to students. When employers explain performance assessment systems, salary and title steps, and other aspects of worker advancement, they help teachers understand the progressive skills needed for developing careers.

"I was placed in many different jobs through the summer, from working in the mailroom to sitting in on meetings with the leading members of NationsBank. My experience was exceptional because my supervisor let me experience all aspects of the entry-level workforce as well as some management positions."

Todd Tinsley, Northwestern Middle School, Jacksonville, FL

"I began my internship at Buffalo Trace Family Health Care. The doctor I worked with allowed me to complete urinalysis, to observe patient visits and ultrasounds. He allowed me to don scrubs and go with him into surgery as he performed colonoscopies. Excitement built as I observed the teamwork in the operating room, the preparation of equipment, and the procedure itself. He explained the procedure as I viewed the video screen. After three colonoscopies, I could tell him whether polyps were present."

Rita Curtis, Fleming County High School, Flemingsburg, KY

"I worked at Bath County Medical Clinic and at Fleming County Ambulance Service. At the clinic, I called insurance companies to determine the status of billings, worked with the morning deposit, filed and pulled medical records, and, in the process, I discovered a whole new vocabulary."

Judy Whaley, Fleming County High School, Flemingsburg, KY

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Transferring Learning

Teachers show remarkable enthusiasm and creativity in incorporating their own learning into their work with students. Employers can facilitate this transfer by providing teachers with time during the workday to plan how they will incorporate workplace lessons into their teaching.

Teachers also may benefit if the change management techniques used in many businesses are applied to the work of changing curriculum at school. Teachers need champions for their work in designing new curricula. They also need the sustained commitment of school system administrators. They can benefit from the support of a team structure, and the expectation that, as in the workplace, there will be a product.

The most effective curriculum changes come when teams of teachers from the same school share their workplace experiences and work together to improve curricula. For example, four teachers from one Jacksonville, Florida, middle school each went to separate employment sites during their internships, then met each afternoon for curriculum discussion and design. Teachers in Greenville, South Carolina, met to revise their curricula weekly throughout the internships and once a month for the first four months of the following school year.

"As a teacher, I now use the same 'get acquainted' scheme I learned in the workplace. We allow for three weeks of team-building curriculum in the beginning of the school year to obtain the same goals the businesses strive to achieve."

William Koerick, Northwestern Middle School, Jacksonville, FL

"I spent the summer of 1998 working and learning at a small town plumbing shop in Maysville, Kentucky. I learned quite a bit about operating a small business . . . I decided to open a school store and created an economics unit to help teach the students particular skills and concepts. The course lasts about six weeks and the students are extremely interested in it."

Kristi C. Rosenbaum, Simons Middle School, Flemingsburg, KY

"Internship participants in cooperation with numerous local businesses held a 'reality day' at the high school. Students used their expected salaries to survive a typical work month. Students visited booths where they paid taxes and utilities, and purchased homes, cars, groceries and clothing. They purchased furniture, entertainment package, and insurance, then spun a wheel of fortune where they either received money or paid money for an unexpected expense. A help table gave alternative suggestions to struggling students. Reality hit hard for students that day!"

Cynthia B. Grannis, Fleming County High School, Flemingsburg, KY

Impact On Education

Specific goals of the BellSouth Foundation's work with teacher internships included changes in the methods teachers use to impart knowledge, changes in systemwide curricula based on the teacher's new knowledge of the workplace, and, ultimately, changes in student learning. The cumulative results hoped for are school systems that consistently produce graduates well prepared to enter and succeed in the workforce, in college and in life.

The Ultimate Return on Investment: Changes in Student Learning

The true test of a successful teacher internship experience is the impact it has on student learning. Most of the teacher interns in the BellSouth program reported that students showed a new interest in learning when the teachers incorporated their workplace lessons into the classroom. Moreover, some reported that students had a growing awareness of and interest in future career options.

"Student interest in curriculum topics has increased as indicated by the types of questions they ask. Students work well in cooperative groups and truly understand their responsibility to the group in the completion of a project."

Jane R. Verrett, L.W. Higgins Senior High School, Waggaman, LA

"My students are eager to learn because it is fun, interesting and meaningful to them."

Julie Sheperd, Hillsboro Elementary, Hillsboro, KY

"[My experience] helps my students understand why they need to learn things that they think they will never use."

Deborah L. Tate, Southside High School, Greenville, SC

"The biggest differences I see in my high school students are an increase in their knowledge about future careers and a higher level of motivation in pursuing a career path. My students have made more thorough, careful, and sound decisions about their plans to enter the workforce and/or post-secondary training after they graduate. Their self-esteem and confidence are higher."

Dale Cunningham, Bryant Career Technical Center, Irvington, AL

Bringing Skills to Life in the Classroom: Changes in Teaching Methods

Why are students more eager to learn? Practically every teacher intern — from kindergarten level through high school — reported that they were teaching differently, based on the skills required for the workforce. These new teaching methods range from new skill-specific emphases within core academic subjects to more integrated approaches that combine several academic disciplines across the curriculum. Multi-tasking and project team experiences are in evidence. The results are classroom lessons that are more directly relevant to the "real world" in the minds of students — as well as more exciting and fun.

"With every project, I plan to incorporate more of the workplace skills I observed in my internship. My next requirement will be to have students become comfortable with working on more than one project at a time. Each project will build on the skills used on previous projects, and will also include practice of the 'soft skills' that most businesses require, such as the ability to work well with others."

Margaret Neikirk, Sevier Middle School, Greenville, SC

"My teaching methods now have what I term 'realism.' Realism comes in the form of hands-on learning and real-life work experience through planting, caring and the eventual selling of plants in our mini-classroom greenhouse."

Julie Sheperd, Hillsboro Elementary School, Hillsboro, KY

"I now include more timed activities to encourage my students to utilize time more effectively. After confronting problem-solving situations, I created job-related problem-solving activities to prepare students for the world of work."

Deborah L. Tate, Southside High School, Greenville, SC

"Citibank expects its employees to be able to function with as little supervision as possible. This had an impact on my teaching style. The students are responsible for maintaining their workload, and my role is mostly as a facilitator rather than a teacher in the classical sense."

Ed Wagner, Northwestern Middle School, Jacksonville, FL

"Students at our school now maintain a daily planner that is much like that of a professional business manager. They track events, assignments and goals all in one portfolio that is always accessible."

Todd Tinsley, Northwestern Middle School, Jacksonville, FL

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Capitalizing on Experience: Changes in Curriculum

Changes in teaching methods are a great way to improve student experiences on a classroom-by-classroom basis, but true and lasting improvements in education come when the entire curriculum is changed on a systemwide level. While such broad changes are still developing in most districts, we found instances where classroom content was changed to include work-related skills, add depth to key subjects, and combine multiple disciplines within key learning experiences. In addition to teaching students subject matter, teachers are giving them the research, teamwork, and applied knowledge techniques to become life-long, self-guided learners —-as well as successful workers. Teachers reported sharing their lessons learned with fellow teachers, who also became enthusiastic about incorporating workplace lessons in their own classrooms.

"As a result of my first-hand experience I began developing some activities and units which wove the language of work with deductive reasoning, inference, interpersonal, listening and speaking skills. I also incorporated character education principles. Today, all educators in our system have access to these materials."

Susan N. Carter-Hope, Kernersville Middle School, Kernersville, NC

"My curriculum now includes scenarios with real-life application of the concepts taught, and projects where students are required to solve problems, work as a team, and determine if the product produced meets quality standards. My curriculum stresses good work ethics, goal setting, team responsibility, problem solving skills, environmental awareness and community involvement – qualities of a desirable employee in any profession."

Jane R. Verrett, L.W. Higgins Senior High School, Waggaman, LA

"My internship has confirmed that integrating technology into the curriculum is the only way technology can be taught. Segregating the computer to certain situations is like telling the children they can use pencils only during special times."

Robert J. Vorbroker, Vienna Elementary, Pfafftown, NC

"Catawba County has become known as 'The Telecom Valley' because of the three major cable manufacturing companies located here. Because of this concentration of post-secondary opportunities, I focused on creating a course called 'Cabling Technology'. The first cabling class has been a real success."

Darrow L. Mann, Bunker Hill High School, Claremont, NC

"For this year's study of graphing, rather than just using graph paper, I helped students enter data onto a computer spreadsheet and then create various types of graphs from the information. This created new excitement and interest in graphing in my classroom."

Carol Troutman, Prince Ibraham Elementary, Winston-Salem, NC

Surprises: Revelations From The Internship Experience

The teacher internship experience was filled with more than a few surprises. Among the unexpected lessons were these:

Although their students are the farthest from working age, elementary school teachers strongly supported the idea of teaching work-readiness skills, and seemed more comfortable than many of their middle and high school counterparts, who struggled with the integration of workplace readiness skills and awareness across content areas.

"I am now more aware of careers presented in books for children. I discuss careers as I read aloud. I try really hard to make every skill I teach students mean something to them right now."
Thelma Tinsley Gossett, Crestview Elementary, Greer, SC

The internship experience has just as much, if not more, value for academic classrooms and teachers as it does for vocational ones. Because they were actively involved in doing jobs rather than simply watching them being done, teachers in every subject area were able to recognize the importance of a wide variety of workplace skills and incorporate them into classroom instruction.

"My English students not only complete resumes but also learn interview techniques, learn proper phone etiquette, compile professional portfolios, research careers and the professional standards associated with those careers, and will soon be able to shadow people working in their chosen career paths. This broadens their future expectations and motivates them to excel in current high school classes."
Cynthia B. Grannis, Fleming County High School, Flemingsburg, KY

Internships were a rejuvenating experience for teachers. Compared to the hectic pace of the classroom and the demands of as many as 150 students a day, many teachers viewed the workplace as a "quiet" opportunity to reflect on their teaching and to focus on specific improvement goals.

"Not only was the quiet change of pace a nice way to spend the summer, but the new skills rejuvenated me as a teacher and have added a real spark to my classroom this year."
Carol Troutman, Prince Ibraham Elementary, Winston-Salem, NC

Internships are a great self-esteem boost for teachers, who learn that they can contribute to the workplace as well as learn from it.

"After teaching Electrical Trades for 21 years, I did not realize I was in somewhat of a 'rut'. In this new endeavor, I was forced out of my comfort zone to meet new people and to learn new disciplines related to cabling installation and manufacturing. This experience has been the most significant of my teaching career."
Darrow L. Mann, Bunker Hill High School, Claremont, NC

Teachers are very enthusiastic about participating in workplace internships, even though it often means giving up summer break time.

"Summer is important to all teachers, including me. However, my experiences as a teacher intern proved to be important to me also."
Penny Glass McKinnie, Fayette Ware Comprehensive High School, Somerville, TN

What Does A Successful Internship "Look" Like?

The successful internship experience can take many forms, as we learned from teacher essays submitted as part of our initiative. This essay, submitted by Joyce F. Cox of Ersil P. Ward Elementary in Wallingford, KY. is a wonderful example of the rich experiences teachers can have and the creative uses they can make of the lessons they learn. The result is learning that comes alive for students because they can easily see the connections to "real life."

A skillsaw chewing through a two-by-four and hammers echoing through the hollowed walls of an unfinished house are the sounds that I grew up with. My father owns his own construction company, and the experiences I had with construction were always fun and educational. When the opportunity came to participate in a workplace internship, I wanted to incorporate some of those experiences in my classroom.

Internship experience was teacher directed.

Employer placed teacher in hands-on work situation.

I decided to work with a bridge-building crew on Interstate 75 in Richmond, Kentucky. I wanted to gear my unit of teaching toward mathematics. My sixth-graders enjoy working with manipulatives during math, but they weren't really applying the concepts to real-life situations. To make the experience as real to them as possible, I used a camera and a video-tape recorder so they could see everything as I saw it.

Teacher had identified curriculum focus before actual on-site experience began.

Teacher identified and incorporated tools to help transfer learning to classroom. Employer gave teacher flexibility to incorporate curriculum development activity during work.

Employer provided teacher with full exposure to jobs and skills.

During my workdays, mathematics was abundantly hard at work. There were measurements of angles, area, volume, weight, capacity and on and on. The crew built forms, tied steel and poured concrete to erect the massive structure.

Teacher set time aside to incorporate lessons learned into curriculum in ways engaging to students.

I planned activities that would allow my students to become involved in the same kinds of applications as the crew. The students were involved in the various types of measurements utilizing the actual tools of the trade: for example, using hammers, trowels, levels, and even a transit to "shoot grade" across the playground. This all culminated into building their own model bridges and pouring concrete stepping stones on the school grounds. The students loved this kind of learning, and several parents wanted to observe the activities.

Students received "hands-on" experiences similar to the teacher's, using actual "tools of the trade."

Students worked as a team in a self-directed fashion.

I know my students have not only learned the math skills, but they also hold a sense of ownership and have gained knowledge of what may someday be expected of them in the real workforce. It has given them the opportunity to have some insight on possible areas of employment and appreciation for this particular line of work. One student made the comment that when crossing a bridge from now on, he could "really appreciate it."

Teacher made clear connections between what students learned in class and what is expected after graduation.

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Grantees Participating In This Initiative

Grant awards were made to:

Mobile County Public School System, Mobile, Alabama. A core group of master teachers from two "school within a school" career program high schools participated in a four week summer internship in 1997. The next summer they redesigned curriculum related to the construction trades and health care field in order to motivate their at-risk students and prepare them for skilled trades.

Duval County Schools, Jacksonville, Florida. Four teams from Northwestern Middle School have strengthened their team teaching and career exploration strategies with their participation in summer internships in financial institutions. Their unique program design of a half-day in the worksite plus a half- day in curriculum planning offers the teachers time to plan the curriculum integration fundamental to team teaching in a block schedule environment.

Fleming County Schools, Flemingsburg, Kentucky. Twelve percent of the school district's teachers participated in two-week internships to have sufficient saturation for meaningful curriculum infusion. The project's school-year components are exemplary in their combination of quarterly study groups, peer observations, professional development and sharing sessions to turn lessons learned into real changes in the system's curriculum and pedagogy.

Jefferson Parish Schools, Metairie/Harvey (New Orleans), Louisiana. For two summers the teacher internships have been used as professional development for teachers interested in moving into career academies. The team-based program design enabled Jefferson Parish to double their career academies in the last two years.

Catawba County Schools, Newton, North Carolina. In response to workplace needs of the region's growing fiber optic and other high-tech industries, this unique, year-long sabbatical paired two high school teachers with Siecor, CommScope and Alcatel NA to develop expertise and create two new high school courses that use technology as an educational tool.

Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina. The purpose of this extensive teacher internship program is to expand the number and types of summer workplace experiences for teachers. The program is part of an overall Chamber of Commerce/School Board partnership to improve the school-to-work transition of students and to foster economic development.

Greenville School District, Greenville, South Carolina. A total of 50 teachers from across all grade levels took part in four-week internships to enhance their classroom pedagogy and curriculum. Consistently the teachers used their work experiences to bring new learning and motivation to their classrooms, across all curriculum.

Memphis City Schools, Memphis, Tennessee. The initial program of one interdisciplinary team from Kingsbury High School of the Memphis City Schools expanded to eight teams from the three school systems in the Southwest Tennessee School-to-Career Partnership. Teams were identified for each of the eight economic development clusters. The four week program is designed to include industry case studies, task analyses, SCANS integration plans, and actions plans for implementing the lessons learned.

Teacher Respondents

BellSouth Foundation would like to thank the following teachers who submitted essays about their internship experiences. Many are quoted in this publication. Their feedback is invaluable in helping us learn more about creating meaningful workplace experiences for all teachers.

Jeff D. Burke, Fleming County High School, Flemingsburg, KY

Joyce G. Burnette, Southwest Elementary School, Clemmons, NC

Susan N. Carter-Hope, Kernersville Middle School, Kernersville, NC

Angela K. Christman, Fleming County High School, Flemingsburg, KY

Norma E. Corley, Forest Park Elementary School, Winston-Salem, NC

Joyce F. Cox, Ersil P. Ward Elementary, Wallingford, KY

Dale Cunningham, Bryant Career Technical Center, Irvington, AL

Rita Curtis, Fleming County High School, Flemingsburg, KY

Donna W. Driskill, East Jefferson High School, Jefferson Parish, LA

Linda K. Gossett, Fleming County High School, Flemingsburg, KY

Thelma Tinsely Gossett, Crestview Elementary School, Greer, SC

Cynthia B. Grannis, Fleming County High School, Flemingsburg, KY

Donna B. Hobson, East Jefferson High School, Metairie, LA

William Koerick, Northwestern Middle School, Jacksonville, FL

Penny Glass McKinnie, Fayette Ware Comprehensive High School, Somerville, TN

Darrow L. Mann, Bunker Hill High School, Claremont, NC

Margaret Neikirk, Sevier Middle School, Greenville, SC

Virginia Pilcher, East High School, Memphis, TN

Kristi C. Rosenbaum, Simons Middle School, Flemingsburg, KY

Pamela Royse, E.P. Ward Elementary School, Wallingford, KY

Julie Sheperd, Hillsboro Elementary, Hillsboro, KY

Glenda B. Smith, Mt. Tabor High School, Winston-Salem, NC

Angela Sparks, Southside High School, Greenville, SC

Molly Sullivan, Northwestern Middle School, Jacksonville, FL

Deborah L. Tate, Southside High School, Greenville, SC

Todd Tinsley, Northwestern Middle School, Jacksonville, FL

Carol Troutman, Prince Ibraham Elementary, Winston-Salem, NC

Jane R. Verrett, L.W. Higgins Senior High School, Waggaman, LA

Robert J. Vorbroker, Vienna Elementary School, Pfafftown, NC

Ed Wagner, Northwestern Middle School, Jacksonville, FL

Judy Whaley, Fleming County High School, Flemingsburg, KY

Bernard Zaidman, Greenville Senior High School Academy of Academic Excellence, Greenville, SC

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